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ABSTRACT

In both California and the United States as a whole, new emphasis is being placed on greater accountability for all educators. Educators find that they are facing too many sets of standards, making it difficult to focus on priorities. This paper provides five essential tools to demonstrate teaching competence. These tools can be the ways and means for each prospective teacher to prepare for school employment, education career advancement, and performance assessments based on standards. The five essential tools are: (1) the resume; (2) academic subject matter preparation; (3) letters of reference; (4) a career portfolio; and (5) a cover letter. Process guidelines are presented to help teachers assemble and use these tools. Attachments include the "California Standards for the Teaching Profession" and a sample teacher assessment form. (Contains 1 figure and 28 references.) (SLD)

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GROUNDING OUR VISION AND AMBITIONS IN 21ST CENTURY REALITY: TOOLS AND TANGIBLE OUTCOMES WHICH EXEMPLIFY OXY TEACHER LEADER DEVELOPMENT AND ACHIEVEMENT

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Tools and Tangible Outcomes Which Exemplify Oxy Teacher Leader Development and Achievement

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Dr. Martin N. Olson
Professor and Education Chair

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Presented at the California Educational Research Association (CERA)
78th Annual Conference, November 18-19, 1999
Monterey, California

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California Educational Research Association (CERA)
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GROUNDING OUR VISION AND AMBITIONS IN 21ST CENTURY REALITY:

Tools and Tangible Outcomes

Which Exemplify Oxy Teacher Leader Development and Achievement

Introduction and Rationale

As we enter the 21st century in California and American public education, we see tremendous emphasis being placed on greater accountability of all of us in the profession. In particular, what we know and what we do to serve learners and schools are under careful scrutiny. Setting standards or establishing new, demanding benchmarks for teaching performance and the knowledge and skill achievements for learners: these have become the primary and increasing goal orientations for most state and national politicians, organizations, and agencies. Especially in the last five years, policymakers, researchers, and bureaucrats everywhere appear fixated and obsessed with promulgating stringent requirements, forcing implementation and compliance, and testing, assessing, and reporting results to the public. The pressure to "measure-up" is being felt by public school students, experienced teachers seeking recertification, pre-service teachers earning their first credentials, individual schools and districts, and each of the states. Across the board now, no one is being left out, and the current national assessment trend (The Teaching Professor, April, 1999) and the "testing craze" (Rethinking Schools, spring, 1999) are likely to remain with us well into the century.

While there are obviously many benefits likely to be gained during this new age of accountability, educators are frustrated, confused and upset. Too many different sets of standards already compete now for our attention. Numerous ones are thrown at us, forcing us either to choose or to comply with exhaustive lists of multiple standards, goals, objectives or outcomes. These latter terms are often used interchangeably. Are they the same or are they different? In addition, descriptive statements for each may be quite similar in general concepts, but frequently use varied vocabulary, and are organized and enumerated under different categories. Analysis, comparing and contrasting similarities and differences, becomes more complicated as additional sets of standards are developed and implemented. Experienced educators, even those most committed to progress and improvement, find it difficult to keep up and to focus on priorities. Small wonder then, that those just entering the profession require assistance as they: (1) sort out their own learning objectives, (2) make sense of the major sets of standards currently in vogue, (3) make decisions about collecting and presenting evidence to document their successes in classrooms and schools, and (4) develop an informed and relaxed attitude of acceptance, a way of thinking and coping successfully with continuing or future accountability frenzies.

Teacher candidates at Occidental College, both undergraduate and graduate students, will have many opportunities and experiences within the multiple and single subject credential programs to develop expertise in this most challenging accountability and assessment arena. The purpose of this document is to lay a finite foundation of selected information and to set some parameters within which each individual can plan and achieve with greater confidence and security. (A detailed Table of Contents follows this introduction.) So, while I have focused on "five essential tools", the ways and means for each prospective teacher to prepare for school employment and education career advancement, I have also presented a *standards comparison matrix*. The matrix shows how our ten Occidental Personal and Professional Qualities and ten Teaching Competencies (1976) *align* with the three major sets of standards extant in teacher education in the state of California: the California Standards for the Teaching Profession (1997), the Commission on Teacher Credentialing (CTC) Accreditation Standards for Professional Preparation Programs (1997), and Pathwise (1992). developed by Educational Testing Service and used in California's

Beginning Teacher Support and Assessment (BTSA) induction programs. By analyzing and comparing standards and criteria summarized in the matrix, each Oxy Teacher Leader can see more clearly what the standards have in common, how they differ, and what some exclude. Such intimate familiarity is a major step to personal empowerment for better goal setting and higher achievement while at Occidental; it gives one direct experience with a thinking, self-discovery process one can initiate independently to maintain sanity and focus throughout a career.

Since teachers are awarded credentials by the Commission on Teacher Credentialing, the Education Department at Occidental requires each candidate to organize their Career Portfolio contents by the CTC Accreditation Standards 11-20. Knowing this in advance, each education student will be able to develop, accumulate, and file "hard evidence" of professional growth and development and learner achievements throughout their diverse, voluntary and required fieldwork experiences in classrooms and schools. Of course, during each undergraduate and graduate education course, one should follow a similar procedure, saving, filing, and presenting assignments, products, and formative or summative results, within the pertinent section/category matching each numbered standard. By the end of the credential program the resultant Career Portfolio (when submitted in Ed. 581) should be resplendent, filled with the better examples, illustrations, and evidence of success -- those which document and exemplify both the art and craft of teaching along the path of growth and development chosen by each Oxy Teacher Leader.

Not only will such a product be a source of pride and accomplishment, a resource of ideas and tools to be used after Oxy, it is also likely to help each credential graduate further strive for excellence, monitor self-growth and assessment, and provide a model and means to exhibit progress and achievement throughout one's career in a high profile profession. We want each Teacher Leader to enjoy his/her career in education and with less confusion and frustration as one deals with shifting priorities and standards.

Martin N. Olson
Professor and Education Chair
August, 1999

GROUNDING OUR VISION AND AMBITIONS IN 21ST CENTURY REALITY:
Tools and Tangible Outcomes
Which Exemplify Oxy Teacher Leader Development and Achievement

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Occidental Teacher Leader Job Search Guidelines:

CREATING & MANAGING YOUR EDUCATIONAL PLACEMENT FILE & CAREER PORTFOLIO FOR PROFESSIONAL GROWTH & ADVANCEMENT

Directions: Follow these guidelines closely to prepare the ***"Five Essential Tools"*** *(I-V) to facilitate your employment and career success. Understand and use the valuable information and strategies in the Job Search Handbook for Educators (Booth 118) and the process guidelines (VI) below.*

I. RÉSUMÉ

• Normally limited to one page immediately following graduation. Maintain relevant information file for periodic updating and accuracy of supervisors, addresses, phone numbers, etc.

• Format requirements (six categories): Everything in reverse chronological order from education to experiences *(see examples)* • Objective (optional: cover letter may suffice) on Résumé, must be concise . . . no more than 2-3 lines • Education - Academic major, degree, teaching credential, date, month, year, school, GPA (if average to high) • Honors and Achievements • Teaching Experience – Teaching positions, student teaching assignments, Tyro, tutoring & T.A. positions, etc. • Related Experiences such as college activities, travel, volunteer work, internships, paid jobs w/title, place of employment, inclusive dates and concise description of job using action verbs • Skills and Interests

II. ACADEMIC SUBJECT MATTER PREPARATION

• Maintain your own records on a document (one page) that could be a part of your file • List course numbers and titles shown (with semester units and grades?) under Major Subject Area and Supplementary Subject area(s) • May have relevant listings on a separate page or sometimes provided in the district application • Official transcript may be required

III. LETTERS OF REFERENCE

• Use "Evaluation of Teacher Candidate (or Student Teacher)" forms • Maximum – six to eight relevant letters primarily written by individuals who have agreed to be contacted directly • Provide separate sheet listing the names, titles, phone #'s and addresses of "referees" for employer's convenience.

IV. CAREER PORTFOLIO

• Introduction • Table of Contents • CTC Teacher Competency Standards 11-20 (plus entry & exit) – brief explanation of how they have been met • Journal Reflections • Philosophy of Education – Present as graphic organizer with one-two page description of your "Framework for Teaching and Learning" • Classroom Management and Discipline Plan – with class standards, positive incentives, limit-setting consequences, procedures and daily routines • Self-video & analysis • Unit and Lesson Plans • Bulletin Boards (photos) • Evaluations • Observations • Photos • Graphic Organizers • Ed. course "Handouts" • Professional Development Plan/checklist • Preview example Portfolios on reserve in Booth 118 • Should be reserved for the interview unless samples requested in the original job listing for application

V. COVER LETTER (TEMPLATE)

• Use format and content as described in the current Job Search Handbook for Educators • Pulls together, succinctly and clearly, what you should have done and what you plan to do for school district contact person • Sets a positive, professional, productive tone

VI. PROCESS GUIDELINES

• Consult with Career Development Center and Education Department • Follow "Best" job-hunting ideas in What Color is Your Parachute? by Richard N. Bolles • Keep original documents in personal files • Make extra copies for selected distribution (use 24# bond, linen paper and matching envelope: the professional touch) • Keep written record of who you have sent resume to, date mailed and any response/activity resulting • Network, collaborate, follow-up & follow-through for success • Persevere: Keep mailing, phoning, visiting schools, checking job announcements • Keep smiling . . .

Standards portfolio 7 23 99

★CTC ACCREDITATION STANDARDS (11-20) for Organizing Oxy Teacher Leader "CAREER PORTFOLIO" Products : Guides for Personal and Professional Development and Career Advancement

● 10 Readiness for Diverse Responsibilities [Entry Standard]

Each candidate for the Crosscultural, Language and Academic Development Credential (CLAD) teaches students of diverse ages, abilities, and cultural, ethnic, linguistic, racial, socio-economic backgrounds. Each candidate assumes the responsibilities of full-time teachers. The institution provides a well developed rationale for the sequence of field experiences. Each candidate has at least one substantive field experience that includes student instruction in a public school classroom. In their field experiences, candidates utilize recognized teaching strategies for language and content area instruction.

★ 11 Student Rapport and Classroom Environment

Each candidate establishes and sustains a level of student rapport and a classroom environment that promotes learning, multicultural understanding and equity, fosters mutual respect among the persons in a class, and fosters respect for linguistic differences.

★ 12 Curricular and Instructional Planning Skills

Each candidate prepares at least one unit plan and several lesson plans that include goals, objectives, strategies, activities, materials and assessment plans that are well defined and coordinated with each other, reflect crosscultural and linguistic understandings, and provide equal access to the core curriculum.

★ 13 Diverse and Appropriate Teaching

Each candidate plans and uses instructional strategies, techniques, activities and materials that are free of bias and that foster learning and positive self-esteem among students of different cultural, linguistic, racial, ethnic and socio-economic backgrounds, and that capitalize on students' prior experience and learning styles.

★ 14 Student Motivation, Involvement and Conduct

Each candidate motivates and sustains student interest, involvement and appropriate conduct equitably during a variety of class activities, encouraging all students to excel and promoting the involvement of students of different cultural, linguistic, racial, ethnic, socio-economic backgrounds and with individual handicapping conditions.

★ 14a (Middle Level Emphasis Student Citizenship

Each candidate organizes and maintains a classroom environment which contributes to the preparation of each student for participation as an active, responsible citizen in local, regional, national, and world societies.

★ 15 Presentation Skills

Each candidate communicates effectively by presenting ideas and instructions clearly and meaningfully to students, adjusting the complexity of his or her language to the linguistic abilities of all students in the class.

★ 16 Student Diagnosis, Achievement and Evaluation

Each candidate identifies students' prior attainments, sets and achieves appropriate instructional objectives, and evaluates all students needs and achievements.

★ 17 Cognitive Outcomes of Teaching

Each candidate learns to provide optimal settings that increase the ability of students to evaluate, differentiate and integrate information, think analytically, problem solve, communicate and reach sound conclusions. Each candidate recognizes and accepts diverse cognitive and communicative modalities.

★ 18 Affective Outcomes of Teaching

Each candidate fosters positive self esteem and student attitudes toward the subjects learned, the students themselves, and their capacity to become independent learners, and to reach their full potential.

★ 19 Capacity to Teach Diverse Students

Each candidate demonstrates compatibility with, and ability to teach students who are different from the candidate, encourages respect for human diversity through planned lessons and through personal interaction with students, parents and community, and understands prejudice and is able to implement strategies to prevent and/or reduce it. The differences between students and the candidate should include ethnic, cultural, gender, linguistic and socio-economic differences.

★ 20 Professional Obligations

Each candidate adheres to high standards of professional conduct, cooperates effectively with other adults in the school community, and develops professionally through self-assessment and collegial interactions with other members of the profession. In addition, the candidate uses available resources to communicate with parents, and is sensitive to and respectful toward the culture of the community around the school.

● 21 Determination of Candidate Competence [Exit Standard]

Prior to recommending each candidate for a teaching credential, one or more persons who are responsible for the program determine, on the basis of thorough documentation and written verification by at least one supervising teacher and one institutional supervisor, that the candidate has satisfied each Standard in Category III. The institution determines that each candidate has attained Standards 10 through 19 as they relate to the teaching of (a) subjects to be authorized by the credential and (b) communication skills including the integration of speaking, listening, reading and writing to ensure that students have access to the core curriculum.

Occidental College

CAREER PORTFOLIO GUIDELINES

for Teacher-Leaders

★ Indicates Specific CTC Standards (11-20) which each candidate is required to address in a "Career Portfolio" product, prepared for personal and professional development and career advancement. Students (credential candidates) are encouraged to prepare (accumulate and/or update) "evidence" of competence, **organized by standards 11-20** during and following completion of each education course at Occidental College. It may be presented in a large, 3- ring notebook/binder or in an "Electronic" form. Evidence may consist of (but certainly is not limited to) the following:

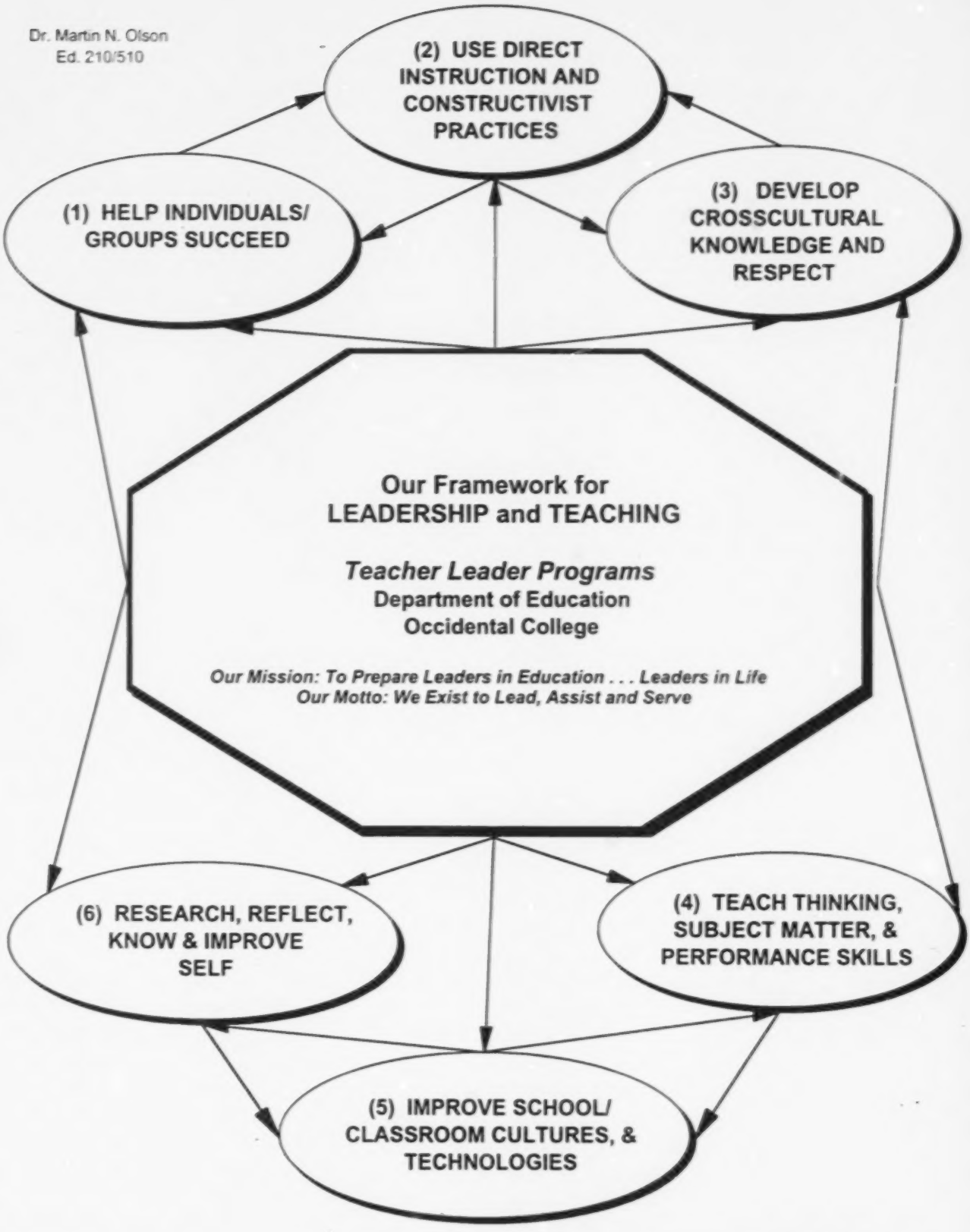
- (1) Written statements, faculty-course handouts, graphic organizers, journal note summaries (Summary, Analysis, and Goals - SAG's), individual or group task outcomes or products, or other assignments completed for fieldwork or course requirements; and

- (2) Examples of successes in tyroing or teaching - units and lesson plans, transparencies, assignment sheets, classroom rules or discipline, standards, directions/explanations/procedures for student projects, group tasks, learning centers, bulletin boards (photographs?), "sponge" activities, or letters to parents; and

- (3) Samples of student work or assessment outcomes demonstrating success and achievement resulting from tyro or teaching guidance, - e.g., worksheets, written papers, illustrations, public recognition, *audio or *video tapes, *computer software, *charts, graphs, (graphic organizers, structured overviews, and concept maps), photographs or *physical objects prepared. (*These items require terse written summaries which: describe the purpose, review 3-4 key features, and highlight value and future use (applications); and

- (4) Introduce readers to your portfolio in an invitational way by including as a minimum, each of the following: Title Page, Table of Contents (listed by CTC Standards 11-20), Foreword, (speak to key elements, benefits/value to you, related to goals), your personal Framework for Leadership and Teaching (a 2 page statement of your educational philosophy with illustrative graphic organizer), and your one-page Résumé.

Dr. Martin N. Olson
Ed. 210/510


(2) USE DIRECT INSTRUCTION AND CONSTRUCTIVIST PRACTICES
(1) HELP INDIVIDUALS/ GROUPS SUCCEED
(3) DEVELOP CROSSCULTURAL KNOWLEDGE AND RESPECT
Our Framework for LEADERSHIP and TEACHING
Teacher Leader Programs
Department of Education
Occidental College
Our Mission: To Prepare Leaders in Education . . . Leaders in Life
Our Motto: We Exist to Lead, Assist and Serve
(6) RESEARCH, REFLECT, KNOW & IMPROVE SELF
(4) TEACH THINKING, SUBJECT MATTER, & PERFORMANCE SKILLS
(5) IMPROVE SCHOOL/ CLASSROOM CULTURES, & TECHNOLOGIES

Standards/framework ms

Occidental Edition. Amended, formatted and reprinted with permission. *Distributed to credential candidates at Occidental College, Los Angeles, California, beginning Academic year, 1998-99.*

*California Standards for the Teaching Profession

A Description of Professional Practice for California Teachers

California Commission on Teacher Credentialing
Adopted, January 1997

State Superintendent of Public Instruction
Approved, January, 1997

State Board of Education
Endorsed, July 1997

**Also, see the following in Booth Hall 118, the Curriculum Library:*

(1) Standards of Quality and Effectiveness (12) for Multiple and Single Subject credentials (with Crosscultural Language and Academic Development (CLAD) ;

(2) Goal 2: Final Report of the Advisory Panel on Teacher Education, Instruction, and Certification for Twenty-first Century Schools (SB 1422) November, 1997; and

(3) "Performance Standards for Candidates" developed by the SB 2042 Advisory Panel (Senators Alpert, Mazzoni), which has responsibility for reviewing and rewriting all CCTE Standards for the Multiple Subject and Single Subject Teaching Credentials, as well as "Accreditation Standards for IHE's and Programs.

Standardscover

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Department of Education
Occidental College
Los Angeles, Ca 90041
1999-2000

I. Standard for engaging and supporting all students in learning

Teachers build on students' prior knowledge, life experience, and interests to achieve learning goals for all students. Teachers use a variety of instructional strategies and resources that respond to students' diverse needs. Teachers facilitate challenging learning experiences for all students in environments that promote autonomy, interaction, and choice. Teachers actively engage ALL students in problem solving and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. Teachers assist all students to become self-directed learners who are able to demonstrate, articulate, and evaluate what they learn.

II. Standard for creating and maintaining effective environments for student learning

Teachers create physical environments that engage ALL students in purposeful learning activities, and encourage constructive interactions among students. Teachers maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another. Teachers encourage all students to participate in making decisions and in working independently and collaboratively. Expectations for student behavior are established early, clearly understood, and consistently maintained. Teachers make effective use of instructional time as they implement class procedures and routines.

The *California Standards for the Teaching Profession* provide a common language and a vision of the scope and complexity of teaching by which all teachers can define and develop their practice. The Standards are to be used by teachers to prompt reflection about teaching and learning; develop professional goals; and guide, monitor, and assess the progress of teacher' practice toward professional goals. The Standards address the diversity of the student population in California schools today and reflect a holistic, developmental view of teaching.

III. Standard for understanding and organizing subject matter for student learning

Teachers exhibit strong working knowledge of subject matter and student development. Teachers organize curriculum to facilitate students' understanding of the central themes, concepts, and skills in the subject area. Teachers interrelate ideas and information within and across curricular areas to extend students' understanding. Teachers use their knowledge of student development, subject matter, instructional resources and teaching strategies to make subject matter accessible to all students.

VI. Standard for developing as a professional educator

Teachers reflect on their teaching practice and actively engage in planning their professional learning goals, pursue opportunities to develop professional community. Teachers learn about and work with local communities to improve their professional practice. Teachers communicate effectively with families and involve them in student learning and the school community. Teachers contribute to school activities, promote common school goals and improve professional practice by working collegially with all school staff. Teachers balance professional responsibilities and maintain motivation and commitment to all students.

V. Standard for assessing student learning

Teachers establish and clearly communicate learning goals for students. Teachers collect information about student performance from a variety of sources. Teachers involve all students in assessing their own learning. Teachers use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for ALL students. Teachers exchange information about student learning with students, families, and support personnel in ways that improve understanding and encourage academic progress

IV. Standard for planning instruction and designing learning experiences for all students

Teachers plan instruction that draws on and values students' backgrounds, prior knowledge, and interests. Teachers sequence curriculum and design long-term and short-range plans that incorporate subject matter knowledge, reflect grade level curriculum expectations, and include a repertoire of instructional strategies. Teachers sequence curriculum and use instructional activities that promote learning goals and connect with student experiences and interests. Teachers modify and adjust instructional plans according to student engagement and achievement.

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I. Standard for Engaging and Supporting All Students in Learning

Teachers Build on students' prior knowledge, life experience, and interests to achieve learning goals for all students. Teachers use a variety of instructional strategies and resources that respond to students' diverse needs. Teachers facilitate challenging learning experience for all students in environmental that promoter autonomy, interact, and choice. Teachers actively engage all students in problem solving and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. Teachers assist all students to become self-directed learners who are able to demonstrate, articulate, and evaluate what they learn.

I. A. Connecting students' prior knowledge, life experience, and interests with learning goals.

As teachers develop, they may ask, "How do I..." or "Why do I..."

1. Help students to see the connections between what they already know and the subject matter?
2. Help students connect classroom learning to their life experiences and cultural understanding?
3. Support all students to use first and second language skills to achieve learning goals?
4. Open a lesson or unit to capture student attention and interest?
5. Build on students' comments and questions during a lesson to extend their understanding?
6. Make "on the spot" changes in my teaching based on students' interests and questions?

I. B. Using a variety of instructional strategies and resources to respond to students' diverse needs

As teachers develop, they may ask, "How do I..." or "Why do I..."

1. Engage students in a variety of learning experiences to address the different ways they learn?
2. Use a variety of strategies to introduce, explain, and restate subject matter concepts and process so that ALL students understand?
3. Choose strategies that make the complexity and depth of subject matter understandable to all students, including second language learners?
4. Vary my instructional strategies to increase students' active participation in learning?
5. Ask questions or facilitate discussion to clarify or extend students' thinking?
6. Make use of unexpected events to augment student learning?
7. Recognize when a lesson is falling apart and what do I do about it?

I. C. Facilitating learning experiences that promote autonomy, interaction, and choice.

As teachers develop, they may ask, "How do I..." or "Why do I..."

1. Use the classroom environment to provide opportunities for independent and collaborative learning?
2. Participate in and promote positive interactions between all students?
3. Support and monitor student collaboration during learning activities?
4. Support and monitor student collaboration during learning activities?
5. Help students make decisions about managing time and materials during learning activities?

I. D. Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful.

As teachers develop, they may ask, "How do I..." or "Why do I..."

1. Provide opportunities for students to think, discuss, interact, reflect, and evaluate content?
2. Help students to learn, practice, internalize, and apply subject-specific, learning strategies and procedures?
3. Support all students in critically investigating subject matter concepts and questions?
4. Engage all students in problem solving activities and encourage multiple approaches and solutions?

I. E. Promoting self-directed, reflective learning for all students.

As teachers develop, they may ask, "How do I..." or "Why do I..."

1. Motivate students to initiate their own learning and to strive for challenging learning goals?
2. Encourage all students to describe their own learning processes and progress?
3. Explain clear learning goals for all students of each activity or lesson.
4. Engage all students in opportunities to examine and evaluate their own work and to learn from the work of their peers?
5. Help all students to develop and use strategies for knowing about, reflecting on, and monitoring their own learning?
6. Help all students to develop and use strategies for accessing knowledge and information?
5. Encourage all students to ask critical questions and consider diverse perspectives about subject matter?
6. Provide opportunities for students to learn and practice skills in meaningful contexts?
7. Help students to analyze and draw valid conclusions about content being learned?

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II. A. Creating a physical environment that engages all students.

As teachers develop, they may ask, "How do I..." or "Why do I..."

1. Arrange the room to facilitate positive classroom interactions?
2. Arrange and adapt classroom seating to accommodate individual and group learning needs?
3. Manage student and teacher access to materials, technology, and resources to promote learning?
4. Create a classroom environment that reflects and promotes student learning?
5. make the classroom environment safe and accessible for all students?

II. B. Establishing a climate that promotes fairness and respect.

As teachers develop, they may ask, "How do I..." or "Why do I..."

1. Help all students become respectful of others who may be different from them?
2. Model and promote fairness, equity, and respect in the classroom?
3. Encourage, support, and recognize the achievements and contributions of all students?
4. Encourage students to take risks and be creative?
5. Understand and respond to inappropriate behaviors in a fair, equitable way?

II. C. Promoting social development and responsibility.

As teachers develop, they may ask, "How do I..." or "Why do I..."

1. Help all students accept and respect different experiences, ideas, backgrounds, feelings, and points of view?
2. Group students to promote social development and learning?
3. Facilitate the development of each student's self esteem?
4. Create opportunities for students to communicate and work with one another?
5. Teach leadership skills and provide opportunities for all students to use them?
6. Use classroom rules to support all students in assuming responsibility for themselves and one another?
7. Create opportunities for all students to become self-directed learners?

II. Standard for Creating and Maintaining Effective Environments for Student Learning

Teachers create physical environments tat engage all students in purposeful learning activities and encourage constructive interactions among students. Teacher encourage all themselves and one another. Teachers encourage all students toc participate in making decisions and in working independently and collaboratively . Expectations for student behavior as established early, clearly understood, and consistently maintained. Teachers make effective use of instructional time as they implement class procedures and routines.

II. F. Using instructional time effectively.

As teachers develop, they may ask, "How do I..." or "Why do I..."

1. Structure time with students to support their learning?
2. Help students move from one instructional activity to the next?
3. Pace and adjust instructional time so that students remain engaged?
4. Redirect student behavior in the most productive and time effective way?
5. Ensure that adequate time is provided for students to complete learning activities?
6. Provide time for students to reflect on their learning and process of instruction?
7. Structure time for day to day managerial and administrative tasks?

II. E. Planning and implementing classroom procedures and routines that support student learning.

As teachers develop, they may ask, "How do I..." or "Why do I..."

1. Develop a daily schedule, time lines, classroom routines, and classroom rules?
2. Involve all students in the development of classroom procedures and routines?
3. Support students to internalize classroom rules, routines, and procedures to become self-directed learners?
4. Develop classroom procedures and routines that promote and maintain a climate of fairness and respect?
5. Make decisions about modifying procedures and rules to support student learning?

II. D. Establishing and maintaining standards for student behavior.

As teachers develop, they may ask, "How do I..." or "Why do I..."

1. Understand the reasons for student behavior?
2. Establish and consistently maintain standards for behavior that reflect my students' developmental and personal needs?
3. Intervene when student behavior does not meet agreed-upon classroom standards?
4. Facilitate student participation in classroom decision-making?
5. Help all students learn to solve problems and resolve conflicts?
6. Support students as they develop responsibility for their own behavior?
7. Work collaboratively with families to maintain standards for student behavior?

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III. A. Demonstrating knowledge of subject matter content and student development.

As teachers develop, they may ask, "How do I..." or "Why do I..."

1. Identify and understand the key concepts and underlying themes and relationships in the subject area(s) to be taught?
2. Ensure that my knowledge of the subject matter incorporates different perspectives?
3. Continue to keep my subject matter knowledge current?
4. Ensure that my subject matter knowledge is sufficient to support student learning?
5. Build understanding of my students' cognitive and linguistic development?
6. Build understanding of my students' social, emotional, and physical development?

III. B. Organizing curriculum to support student understanding of subject matter.

As teachers develop, they may ask, "How do I..." or "Why do I..."

1. Use my knowledge of development to organize and sequence the curriculum to increase student understanding?
2. Use my subject matter knowledge to organize and sequence the curriculum to increase student understanding?
3. Use my knowledge of the subject to plan units an instructional activities that demonstrate key concepts and their interrelationships?
4. Organize subject matter effectively to reveal and value different cultural perspectives?
5. Incorporate subject or grade level expectations and curriculum frameworks in organizing subject matter?
6. Organize curriculum to ensure that students develop a deep understanding of core concepts in each subject matter area?

III. Standard for Understanding and Organizing Subject Matter for Student Learning

Teachers exhibit strong working knowledge of subject matter and student development. Teachers organize curriculum to facilitate students' understanding of the central themes, concepts, and skills in the subject area. Teachers interrelate ideas and information within and across curricular areas to extend students' understanding. Teachers use their knowledge of student development, subject matter, instructional resources, and teaching strategies to make subject matter accessible to all students.

III. E. Using materials, resources, and technologies to make subject matter accessible to students.

As teachers develop, they may ask, "How do I..." or "Why do I..."

1. Use subject matter resources, materials, and technologies to organize the curriculum?
2. Select and use instructional materials and resources that promote students' understanding of subject matter?
3. Select and use learning materials, resources, and technologies to support their learning of subject matter?
4. Use technologies to convey key concepts in the subject matter area?
5. Help all students gain access to useful materials, resources, and technologies to support their learning of subject matter?

III. C. Interrelating ideas and information within and across subject matter areas.

As teachers develop, they may ask, "How do I..." or "Why do I..."

1. Identify and integrate key concepts and relationships across subject matter areas?
2. Help all students to relate subject matter concepts to previous lessons and their own lives?
3. help all students to see the relationships and connections across subject matter areas?
4. Help all students to apply learning from different curricular areas to solve problems?
5. Develop units and lessons that highlight themes within and across subject matter areas?

III. D. Developing student understanding through instructional strategies that are appropriate to the subject matter.

As teachers develop, they may ask, "How do I..." or "Why do I..."

1. Develop and use a repertoire of instructional strategies that we are well suited to teaching a particular subject matter?
2. Use my knowledge of subject matter to help students construct their own knowledge?
3. Challenge all students to think critically in each subject area?
4. Build on student life experience, prior knowledge, and interests to make the content relevant and meaningful to them?
5. Use a variety of instructional strategies and approaches to illustrate a concept and its connections within and across subject areas?
6. Help all students develop enthusiasm for and a deep knowledge of the subject matter?

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IV. A. Drawing on and valuing students' backgrounds, interests, and developmental learning needs.

As teachers develop, they may ask, "How do I..." or "Why do I..."

1. Incorporate students' knowledge and experience in my curriculum and instructional planning?
2. Use knowledge about students' lives and their families and communities to inform my planning of curriculum and instruction?
3. Recognize an incorporate student diversity as an integral part of my planning?
4. Plan lessons and units that promote access to academic content for all students?
5. Design lessons that promote subject matter knowledge and language development for second language learners?
6. Use what I know about cognitive and linguistic development to plan instruction that supports student learning?

IV. B. Establishing and articulating goals for student learning.

As teachers develop, they may ask, "How do I..." or "Why do I..."

1. Establish short-term and long-term goals for student learning?
2. Ensure that each instructional activity is related to learning goals?
3. Build on the strengths, interests, and needs of all students to establish high expectations for learning?
4. Establish learning goals that address all students' language, experience, and home and school expectations?
5. Design instructional activities so that all students participate in setting and achieving learning goals?
6. Ensure that goals for student learning promote critical thinking and problem solving?

IV. Standard for Planning Instruction and Designing Learning Experiences for All Students

Teachers plan instruction that draws on and values students' backgrounds, prior knowledge, and interests. Teachers establish challenging learning goals for all students based on student experience, language, development, and home and school expectations. Teachers sequence curriculum and design long-term and short range plans that incorporate subject matter knowledge, reflect grade-level curriculum expectations, and include a repertoire of instructional strategies. Teachers use instructional activities that promoter learning goals and connect with student experiences and interests. Teachers modify and adjust instructional plans according to student engagement and achievement.

IV. C. Developing and sequencing instructional activities and materials for student learning.

As teachers develop, they may ask, "How do I..." or "Why do I..."

1. Sequence subject matter concepts to support student learning?
2. Use formal and informal student assessment in short-term and long-term planning?
3. Plan to use instructional strategies appropriate to the complexity of the lesson content and student learning needs?
4. Select and sequence curriculum to promote understanding and critical thinking for all students?
5. Sequence instruction to help students see relationships and connections across subject matter areas?
6. Choose and adapt instructional materials to make subject matter relevant to students' experience and interests?
7. Develop sequence instruction that supports students' second language learning subject matter knowledge?

IV. D. Designing short-term and long-term plans to foster student learning.

As teachers develop, they may ask, "How do I..." or "Why do I..."

1. Develop short-term and long-term plans that build on and extend students' understanding of subject matter?
2. Make decisions about organizing curriculum to allow enough time for student learning, review, and assessment?
3. Think ahead toward long-term goals for student learning?
4. Use my knowledge of subject matter and my students to plan and pace instructional activities over time?
5. Plan to ensure access to challenging, diverse, academic content for all students?
6. Provide opportunities for all students to learn at their own pace in my daily, weekly, and unit plans?
7. Incorporate diverse subject matter perspectives in my planning?

IV. E. Modifying instructional plans to adjust for student needs.

As teachers develop, they may ask, "How do I..." or "Why do I..."

1. Adjust the lesson plan to make content relevant and accessible to each student?
2. Revise plans based on formal and informal student assessment?
3. Adjust my plans to allow enough time for student learning?
4. Modify my plans to ensure opportunities for all students to learn and synthesize information?
5. Reflect on my teaching to inform short-term and long-term planning?

V. Standard for Assessing Student Learning

Teachers establish and clearly communicate learning goals for all students. Teachers collect information about student performance from a variety of sources. Teachers involve all students in assessing their own learning. Teachers use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for all students. Teachers exchange information about student learning with students, families, and support personnel in ways that improve understanding and encourage further academic progress.

V. A. Establishing and communicating learning goals for all students.

As teachers develop, they may ask, "How do I..." or "Why do I..."

1. Use subject matter standards from district, state, and other sources to guide how I establish learning goals for each student?
2. Involve all students and families in establishing goals for learning?
3. Review and revise learning that with every student over time?
4. Ensure that students and families in establishing goals for learning?
5. Ensure that goals for learning are appropriate to my students' development, language acquisition, or other special needs?
6. Ensure that my grading system reflects goals for student learning?
7. Work with other educators to establish learning goals and assessment tools that promote student learning?

V. B. Involving and guiding all students in assessing their own learning.

As teachers develop, they may ask, "How do I..." or "Why do I..."

1. Make assessment integral to the learning process?
2. Model assessment strategies for all students?
3. Develop and use tools and guidelines that help all students assess their own work?
4. Help all students to build their skill sin self-reflection?
5. Provide opportunities for all students to engage in peer discussion of their work?
6. Help all students to understand and monitor their own learning goals?
7. Provide opportunities for all students to demonstrate and reflect on their learning inside and outside of the classroom?

V. C. Using the results of assessments to guide instruction.

As teachers develop, they may ask, "How do I..." or "Why do I..."

1. Use assessment to guide my planning?
2. Use informal assessments of student learning to adjust instruction while teaching?
3. Use assessment data to plan more effective ways of teaching subject matter concepts and processes?
4. Use assessment information to determine when and how to revisit content that has been taught?
5. Use assessment data to meet students' individual needs?
6. Use assessment results to plan instruction to support students' individual education plans(IEP)?

V. D. Communicating with students, families, and other audiences about student progress.

As teachers develop, they may ask, "How do I..." or "Why do I..."

1. Provide all students with information about their progress as they engage in learning activities?
2. Provide opportunities for all students to share their progress with others?
3. Communicate learning goals to all students and their families?
4. Initiate and maintain regular contact with families ad resource providers about student progress?
5. Communicate the results of assessments with my students and their families?
6. Involve families as partners in the assessment process?

V. E. Collecting and using multiple sources of information to assess student learning

As teachers develop, they may ask, "How do I..." or "Why do I..."

1. Use a variety of assessments to determine what students know and are able to do?
2. Select, design, and use assessment tools appropriate to what is being assessed?
3. Know that the assessment tools I use are matched to and support my goals for student learning?
4. Collect, select, and reflect upon evidence of student learning?
5. Work with families to gather information about all students and their learning?
6. Ensure that my grades are based on multiple sources of information?
7. Assess my students to support student learning goals, district standards, and family expectations?
8. Use standardized test, diagnostic tools, and developmental assessments to understand student progress?
9. Use a range of assessment strategies to implement and monitor individualized student learning goals (including IEP goals)?

VI. A. Reflecting on teaching practice and planning professional development.

As teachers develop, they may ask, "How do I..." or "Why do I..."

1. Assess my growth as a teacher over time?
2. Learn about teaching as I observe and interact with my students?
3. Reflect on my instructional successes and dilemmas to move my practice forward?
4. Analyze my teaching to understand what contributes to student learning?
5. Formulate professional development plans that are based on my reflection and analysis?

VI. B. Working with families to improve pr

As teachers develop, they may ask, "How do I..."

1. Value and respect students' families and appreciate their re
2. Develop an understanding of families' racial, cultural, ling grounds?
3. Engage in thoughtful dialogue and reflection with colleag lems?
4. Promote positive dialogue and interactions with all familie about student progress?
5. Ensure that communication with all students
6. Provide opportunities for all families to school community?
7. Present the educational

VI. F. Establishing professional goals and pursuing opportunities to grow professionally.

As teachers develop, they may ask, "How do I..." or "Why do I..."

1. Maintain an attitude of lifelong learning?
2. Learn more about my own professional roles and responsibilities?
3. Establish goals and seek out opportunities for professional growth and development?
4. Use professional literature, school district, and other professional development opportunities to increase my understanding of teaching and learning?
5. Continue to seek out and refine approaches that make the curriculum accessible to every student?
6. Expand my knowledge of new instructional methods and technologies?
7. Benefit from and contribute to professional organizations to improve my teaching?

VI. Standard for Developing as a Professional Educator

Teachers reflect on their teaching practice and actively engage in planning their professional development. Teachers establish professional learning goals, pursue opportunities to develop professional knowledge and skill, and participate in the extended professional community. Teachers learn about and work that local communities to improve their professional practice. Teachers communicate effectively that families and involve them in student learning an the school community. Teachers contribute to school activities, promote school goals, and improve professional practice by working collegially with all school staff. Teachers balance professional responsibilities and maintain motivation and commitment to all students.

VI. C. Working wi professional practi

As teachers develop, I..." or "Why do I...

1. Create opportunities
2. Collaborate with tea specialists, and parapr dents' diverse learning
3. Engage in thoughtf leagues to solve teachi
4. Participate in makin sions?
5. Contribute to school-
6. Establish and maintain staff to become a visible a community?
7. Use observations of col
8. Prevent and resolve per with colleagues?
9. Contribute to the learni

VI. E. Working with communities to improve professional practice.

As teachers develop, they may ask, "How do I..." or "Why do I..."

1. Value and respect the student's community and appreciate its role in student learning?
2. Increase my understanding of the cultures and dynamics of my students' communities?
3. Promote collaboration between school and community?
4. Identify and use school, district, and local community social service resources to benefit students and their families?
5. Seek out and use resources from the local community and businesses to support student learning?
6. Provide my students with community-based experiences that support their learning?
7. Interact with students in activities outside classroom?

VI. D. Balancing professional responsibilit tivation.

As teachers develop, they may ask, "How do I..." or "

1. Reduce stress and maintain a positive attitude with studen
2. Challenge myself intellectually and creatively throughout
3. Deal with the isolation of teaching?
4. Find support to balance professional responsibilities with
5. Demonstrate professional conduct and integrity in the cla
6. Extend my knowledge about my professional and legal re behavior and safety?

EDUCATION STANDARDS ALIGNMENT
COMPARISON MATRIX for Occidental Teacher Leaders

California Standards For The Teaching Profession: **A Description of Professional Practices for California Teachers (1997)**	**★ CTC Standards for Accreditation and Oxy Verification (1997)**	**Occidental College- 10 Professional Qualities and 10 Teaching Competencies (1976)**	**Pathwise: Educational Testing Service (1993) - BTSA**
I. Standard for Engaging and Supporting All Students in Learning	11 Student Rapport and Classroom Environment 13 Diverse & Appropriate Teaching 14 Student Motivation, Involvement & Conduct 17 Cognitive Outcomes of Teaching 18 Affective Outcomes of Teaching 19 Capacity to Teach Diverse Students	13 Discipline & Morale 15 Planning 17 Motivating & Inspiring 18 Individual Differences 19 Creativity	A1 Student Background Knowledge A2 Clear Learning Goals A3 Previous, Present and Future Content A4 Appropriate Methods, Activities, Resources
A. Connecting students' prior knowledge, life experience and interests with learning goals.			
B. Using a variety of instructional strategies and resources to respond to students' diverse needs.			
C. Facilitating learning experiences that promote autonomy, interaction, and choice.			
D. Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful.			
E. Promoting self-directed, reflective learning for all students.			
II. Standard for Creating and Maintaining Effective Environments for Student Learning	11 Student Rapport and Classroom Environment 13 Diverse & Appropriate Teaching 14 Student Motivation Involvement & Conduct 17 Cognitive Outcomes of Teaching 19 Capacity to Teach Diverse Students	1 Appearance 3 Poise 5 Positive Outlook & Enthusiasm 6 Responsibility & Initiative 8 Language Use 10 Cooperative 12 Environment 13 Discipline & Morale 14 Management 19 Creativity	B1 Climate, Fairness B2 Rapport B3 Challenging Expectations B4 Classroom Behavior Standards B5 Safe Environment C5 Using Time Effectively
A. Creating a physical environment that engages all students.			
B. Establishing a climate that promotes fairness and respect.			
C. Promoting social development and responsibility.			
D. Establishing and maintaining standards for student behavior.			
E. Planning and implementing classroom procedures and routines that support student learning.			
F. Using instructional time effectively.			
III. Standard for Understanding and Organizing Subject Matter for Student Learning	12 Curricular and Instructional Planning Skills 14 Student Motivation, Involvement & Conduct 15 Presentation Skills 17 Cognitive Outcomes of Teaching	11 Knowledge of Content 15 Planning Lessons 16 Methods & Techniques 19 Creativity	A1 Student Background Knowledge A2 Clear Learning Goals A3 Previous, Present and Future Content A4 Appropriate Methods, Activities, Resources A5 Evaluation Strategies - Goal Alignment
A. Demonstrating knowledge of subject matter content and student development.			
B. Organizing curriculum to support student understanding of subject matter.			
C. Interrelating ideas and information within and across subject matter areas.			
D. Developing student understanding through instructional strategies appropriate to subject matter.			
E. Using materials, resources, technologies to make subject matter accessible to all students.			

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California Standards For The Teaching Profession: **A Description of Professional Practices for California Teachers (1997)**	**★ CTC Standards for Accreditation and Oxy Verification (1997)**	**Occidental College- 10 Professional Qualities and 10 Teaching Competencies (1976)**	**Pat[illegible] Educational Testing Service (1993) - BTSA**
IV. Standard for Planning Instruction and Designing Learning Experiences for All Students	10 Readiness for Diverse Responsibilities 12 Curricular and Instructional Planning Skills 13 Diverse & Appropriate Teaching 14 Student Motivation Involvement & Conduct 15 Presentation Skills 17 Cognitive Outcomes of Teaching 18 Affective Outcomes of Teaching 19 Capacity to Teach Diverse Students	6 Responsibility & Initiative 15 Planning Lessons 16 Methods & Techniques 19 Creativity	A1 Student Background Knowledge A2 Clear Learning Goals A3 Previous, Present and Future Content A4 Appropriate Methods, Activities, Resources A5 Evaluation Strategies - Goal Alignment C1 Clear Goals, Procedures C2 Comprehensible Content C3 Extending Thinking C4 Monitoring Content, Providing Feedback C5 Using Time Effectively
A. Drawing on and valuing students' backgrounds, interests, and developmental learning needs.			
B. Establishing and articulating goals for student learning.			
C. Developing and sequencing instructional activities and materials for student learning.			
D. Designing short-term and long-term plans to foster student learning.			
E. Modifying instructional plans to adjust for student needs.			
V. Standard for Assessing Student Learning	10 Readiness for Diverse Responsibilities 16 Student Diagnosis, Achievement & Evaluation 17 Cognitive Outcomes of Teaching 18 Affective Outcomes of Teaching 19 Capacity to Teach Diverse Students	7 Goal Setting 9 Accepts/Uses Constructive Criticism 17 Motivating & Inspiring 19 Creativity	A5 Evaluation Strategies - Goal Alignment C1 Clear Goals, Procedures C4 Monitoring Content, Providing Feedback D1 Reflecting on Learning Goals D4 Communicating with Parents
A. Establishing and communicating learning goals for all students.			
B. Involving and guiding all students in assessing their own learning.			
C. Using the results of assessments to guide instruction.			
D. Communicating with students, families, and other audiences about student progress.			
E. Collecting ans using multiple sources of information to assess student learning.			
VI. Standard for Developing as a Professional Educator	10 Readiness for Diverse Responsibilities 15 Presentation Skills 20 Professional Obligations 21 Competence	2 Health & Vitality 5 Positive Outlook & Enthusiasm 9 Accepts/Uses Constructive Criticism 10 Cooperative 19 Creativity 20 Contributes to Total Program	D1 Reflecting on Learning Goals D2 Demonstrating Efficacy D3 Relationships with Colleagues D4 Communicating with Parents
A. Reflecting on teaching practice and planning professional development.			
B. Working with families to improve professional practice.			
C. Working with colleagues to improve professional practice.			
D. Balancing professional responsibilities and maintaining motivation.			
E. Working with communities to improve professional practice.			
F. Establishing professional goals and pursuing opportunities to grow professionally.			

EVALUATION OF TEACHER CANDIDATE

Education Department Office
Occidental College, Los Angeles, CA 90041

Date_____

Candidate_____ District/School_____

Subject/Grade_____ Supervisor_____

D[redacted] From__/__/__ to __/__/__ Total hours per week_____ No. Of weeks _____ Times absent _____ Times tardy _____

DIRECTIONS TO AUTHOR OF REFERENCE: *The Teacher Candidate must read and sign the following statement before you return this evaluation form:*
I hereby certify that I have not waived my right to review this evaluative recommendation t be submitted to my educational department file.

_____ Mail or return the completed evaluation in the envelope provided.
(Signature of candidate)

PART I: For each of the twenty Personal and Professional Qualities and Teaching Competencies listed below, check the appropriate boxes to the right to indicate the degree of quality which best characterizes the teacher candidate at this time of evaluation. *Examples and descriptions f behavior and achievements indicative of* INADEQUATE, SATISFACTORY, *and* OUTSTANDING *quality are provided on the reverse side of this form.* Please use this information to help mark the most appropriate box on the 0-9 point scale for each of the twenty categories. If you have no evidence whatsoever for a particular category, simply check NO BASIS FOR JUDGEMENT.

	Numerical Point Values	NO BASIS FOR JUDGMENT	DEGREE OF QUALITY: F / D		C		B		A	A+
PERSONAL AND PROFESSIONAL QUALITIES (10)			0 | 1		2 | 3		4 | 5	6 | 7	8 | 9	
1. Impress others with appearance, manner and bearing				INADEQUATE		BELOW AVERAGE		SATISFACTORY		OUTSTANDING
2. Possesses health and vitality										
3. Shows emotional poise and self-control										
4. Plays mental alertness and sound judgement										
5. Maintains a positive outlook and shows enthusiasm										
6. Assumes responsibility, takes initiative, and works hard										
7. Sets important goals and achieves them										
8. [redacted]es effective use of oral and written language										
9. Accepts and uses constructive criticism										
10. Works cooperatively and harmoniously with others (students, parents, teachers, administrators, etc..)										
TEACHING COMPETENCIES (10)										
11. Knows and applies subject matter content and skills										
12. Maintains attractive classroom learning environment										
13. Develops pupil discipline and morale										
14. Manages classroom procedures and school routines										
15. Plans effective lessons and units of instruction										
16. Uses appropriate teaching methods and questioning techniques										
17. Motivates and inspires students										
18. Provides or individual student differences										
19. Exhibits creativity and imagination										
20. Contributes to the total school program										

PART II: Please provide below some *descriptive details* about the student teacher's general effectiveness, accomplishments or problems. Cite *specific examples* of especially strong points or weaknesses noted in Part I above and indicate what degree of success you would predict for this person in the first or subsequent years of teaching.

[Space reduced for this form replica]

N[redacted] of Evaluator (printed)_____ Signature_____ Position_____

Business Address _____ Phone (__)_____

Standardized Method 7/26/99

PERSONAL & PROFESSIONAL QUALITIES	INADEQUATE 0 1 →→→ 2	SATISFACTORY 3 →→→ 4 5 →→→ 6	OUTSTANDING 7 →→→ 8 9
1. Appearance, Manner, Bearing	Deficient in social amenities; self-conscious with nervous mannerisms; abrasive or insolent; withdrawn or tentative; inappropriate or slovenly in personal dress and grooming.	Tactful, courteous and socially aware; open and out-going; and confident with people and actions; acceptable dress and grooming standards.	Very self-confident and forceful without undue aggressiveness; openly respected by all; dress, body language and grooming cause unusually favorable reactions.
2. Health & Vitality	Often too ill to attend to duties; energy and vitality rarely shown.	Regular in attendance; energy and vitality normally good; only occasional lapses.	Rarely absent; exuberance, energy and vitality consistently at high levels daily, weekly; lapses are rare.
3. Poise & Self-Control	Insecure, tense, or uncertain; prone to extremes--shouting, crying, self-consciousness, worry, indecisiveness; often over- or under reacts.	Usually responsive, controlled and relaxed before the group; makes few leadership errors; rarely appears doubtful.	Poised, decisive, and comfortable as leader; good sense of humor; responds to problems graciously and with self-assurance; never appears puzzled or confused.
4. Mental Alertness & Judgement	Thinks slowly; limited comprehension; slow to respond/take charge or does so in error; unaware.	Sound in judgement; makes few errors in leadership and learns easily; knows when to act, when to listen.	Resourceful and exceptionally quick to understand; always responds to situations judiciously and with foresight; always aware.
5. Positive Outlook & Enthusiasm	Generally a negative point of view; easily discouraged or depressed; sees more problems than solutions; rarely smiles or praises others.	Outlook more positive than negative; discouragement momentary or infrequent; promotes good feelings, cooperation and pride among students.	Consistently optimistic; filled with hope and high aspirations for self and others; enthusiasm and success pervade classroom; committed to personal growth and lifetime of learning.
6. Responsibility, Initiative & Effort	Avoids responsibility; evades making commitments; waits to be told; barely meets time, planning or work requirements.	Tries hard; seeks early involvement; needs infrequent guidance; maintains constant effort/responsibility beyond minimum; dependable.	Rarely has to be asked; never lets down; arrives early--stays late; does paperwork early; makes frequent suggestions; tries new ideas; offers to do more.
7. Goals & Achievement	Vague, ambiguous goals deter progress; achievement below expectation; evaluation and feedback to self and students is imprecise and irregular.	Achievement satisfactory; objectives usually appropriate and early stated; personal and class progress are reviewed and evaluated with fair accuracy and consistency.	Objectives for self and students extremely clear, specific, important, measurable and attained consistently; formal and informal evaluations for self and students are thorough and occur often.
8. Oral & Written Language	Ineffective with speech and expressiveness; poor quality in paper or board writing; uncommunicative; inappropriate language; incorrect pronunciation.	Acceptable voice; speaks with conviction; suitable vocabulary, grammar usage; descriptive, well organized writing; board writing is acceptable, readable.	Exceptional communication skills, superior in expressiveness, voice and writing quality; great variety in tone, pitch, stress, vocabulary, and use of logic; board writing is attractive, legible and correct.
9. Criticism - Acceptance & Use	Takes criticism personally; makes excuses; becomes defensive; blames others.	Accepts criticism well; recognizes strengths and weaknesses; usually follows through.	Actively seeks feedback and invites criticism; accepts suggestions; superior in follow through and self-improvement.
10. Cooperation	Antagonizes others; reluctant to participate; disagreeable and under cooperative.	Works harmoniously with others; cooperates and participates of own volition.	Friendly and personable; promotes good relationships; enlists cooperation and encourages involvement of others.
TEACHING COMPETENCIES			
11. Subject Knowledge & Use	Inadequate, narrowly specialized superficial knowledge; cannot identify major concepts; provides few examples, illustrations, connections with daily life.	Informed in several fields; teaches conceptually; applies subjects to students' lives and experiences.	Exceptional broad and appropriate knowledge; enriches classroom with concepts, ideas, skills, and practice in versatile, creative ways.
12. Classroom Environment	Insensitive to lighting, space, heat, ventilation, bulletin boards, displays, cleanliness.	Environment healthful, functional, and interesting; arrangement of furniture and resources facilitates learning.	Environment is resplendent, stimulating and creatively displayed or arranged; inspires student pride and respect for the classroom.
13. Discipline & Morale	Control weak and consistent; lacks assertiveness; students often rude, disrespectful and disruptive; morale fair to poor.	Average or better control of individuals and the group; good student work, attitude and morale.	Extremely positive, assertive control of individuals and the group; high degree of student self-discipline; morale high.
14. Organization & Management	Unfamiliar with all routines or procedures; confusion and delays before, during and after instruction; much time wasted.	Routines and supplies handled systematically; time usually used well; procedures rarely interfere with teaching.	Organization superb; directions always clear; a minimum of delays; everything ready when needed; smooth transitions before, during and after instruction.
15. Planning Instruction	Insufficient planning; late daily and unit plans, lacking detail; lessons weak in warm-up, motivation, student involvement and integration.	Plans done adequately and on time; focus is usually on student needs, behavior and involvement; adequate lesson warm-up and integration.	Superior plans; great detail and always done in advance; creative ideas; all lesson elements consistently done well.
16. Methods & Questions	Over reliance on assign-study-recite procedures; ditto'ed worksheets or text studied questions dominate, and seat work prevails; concepts and facts rarely explored in depth; teacher talks/tells rather than questions.	Achieves good balance between teacher and student talk. Presentation and recitation methods used more often, but alternated with more interactive methods; selective use of questions extends learning, requires students to think and apply knowledge.	Varied use of methods and questions result in extensive oral and written participation, speculative and creative thinking; emphasis is on demonstration, inquiry, task oriented small group, discussion, role playing, individualized or stimulation strategies.
17. Motivation	Students dislike coming to class; instruction is often boring, irrelevant, unchallenging; sarcasm, threats or ambiguity appear in teacher talk/action.	Usually captures student interests and attention; provides variety in daily routine, learning experiences; listens to student ideas and suggestions.	Models behavior which earns personal/professional respect; uses relevant objects, visuals examples, and illustrations to stimulate student interest; fully explores rationale for learning, work, and consequences; sets positive, high expectations for achievement.
18. Individualization	Little known about student background, home life, interests, emphasis on content teaching, not teaching people; assignments/requirements/materials rarely modified for individuals, same things for all.	Knows and understand most students; instruction usually adapted to needs of individuals, materials/assignments given on more than one level.	Deep understanding of all students -- interests, abilities and backgrounds; genuinely likes and respects them; tailors group instruction and projects/assignments/materials to individual needs and concerns.
19. Creativity	Rarely tries anything new or different; waits to be told what to do and how to do it; sees things from one perspective, a "plodder," at best.	Considers and implements alternatives on own, but relies on guidance/direction; not gifted with creative skills or thinking, but works hard to achieve variety and divergent activities.	Lots of ideas and activities suggested and tried; lessons and spare moments truly enriched by methods, materials and processes beyond those in basic texts or suggested by regular teacher.
20. School-wide Contributions	Provides minimal service; often does not attend or participate; criticizes policy, programs, events, yet makes little effort to contribute personally.	Attends meetings and events regularly but may not take active role; usually supports school programs/ policy or may offer constructive criticism; performs assigned duties.	Volunteers to work on many school/community projects; participates positively at most faculty, department and parent meetings and events; looks for ways to help and improve the school.

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Pathwise Teacher Performance Assessment Domains and Criteria

© *Educational Testing Service (1993)*

Domain A Organizing Content Knowledge for Student Learning.

A1: Becoming familiar with relevant aspects of student's background knowledge and experiences.
A2: Articulating clear learning goals for the lesson that are appropriate to the students.
A3. Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future.
A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson.
A5: Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson.

Domain B Creating an Environment for Student Learning

B1: Creating a climate that promotes fairness.
B2: Establishing and maintaining rapport with students.
B3: Communicating challenging learning expectations to each student.
B4: Establishing and maintaining consistent standards of classroom behavior.
B5: Making the physical environment as safe and conducive to learning as possible.

Domain C Teaching For Student Learning

C1: Making learning goals and instructional procedures clear to students.
C2: Making content comprehensible to students.
C3: Encouraging students to extend their thinking.
C4: Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.
C5: Using instructional time effectively.

Domain D Teacher Professionalism

D1: Reflecting on the extent to which the learning goals were met.
D2: Demonstrating a sense of efficacy.
D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students.
D4: Communicating with parents or guardians about student learning.

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OCCIDENTAL COLLEGE
EDUCATIONAL LEADERS PROGRAM

OUR MISSION: TO PREPARE LEADERS IN EDUCATION . . . LEADERS IN LIFE

The Department of Education at Occidental College has two major goals: (1) preparing educational leaders by offering a rigorous and thorough professional preparation program for a select number of prospective teachers; and (2) developing future parent, citizen, business or professional leaders who understand contemporary society and education and who exercise essential personal or group leadership skills. Both goals require a thoughtful, reflective leader who is knowledgeable of and sensitive to the diverse needs of students in our public schools and adults in our increasingly more global American society. The greater Los Angeles urban metropolis, with its vast human and institutional resources and rich cross-cultural diversity, greatly enhances the learning of students with either goal.

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Standards, Assessment, and Product Presentation Guidelines for Students in the Department of Education: Research, Evaluation, Measurement, Statistics, and APA Form/Style Resources

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★Nota Bene: Education Department standard APA Style references required for all course papers and written products.